This way of being taught me much about education and teaching. It brought home to me why so many gifted students are lost to higher education -- their chief complaint being that it all seems unreal, there being no relation shown between thinking one's life and living it.

I know of no other way of meeting this objection than through inviting the student to look at his or her conflict of motives through a pure act of attention, not as positive effort but as a negative one; negative, that is, since "in attention there is no exclusion, no resistance, and no effort -- and therefore no frontier, no limits." Negative again, in that a pure act of attention does not open out upon a positive understanding. Rather it discovers the astonishing sufficiency within just not misunderstanding. Suddenly the distance between the striver and the goal no longer obtains for no time elapses between the act of attention and the healing already taking place. Here, timeliness is exact.

This negation is not undertaken in order to attain to something better. Krishnamurti puts it precisely: "Negation is to deny what is false not knowing what is truth. [It is] to see the false in the false and to see the truth in the false, and it is the truth that denies the false. You see what is false, and the very seeing of what is false is the truth."

During our conversations over the span of those eighteen dialogues, another feature of attention as negation (in the above sense) began to disclose itself to me. The dialogues were entirely unrehearsed yet proceeded as from an order intrinsic to them. Many persons who saw and heard them from beginning to end have remarked this to me and in some cases the remark generated a dialogue between us that moved in like fashion provided that an uncontrived act of attention prevailed..

Literally, process is a going forward. Going forward means movement from a source. A complete process entails a beginning, a middle and an end and these structural nodes are